

School Accountability Report Card
Reported for School Year 2003-2004
Published During 2004-2005

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Glacier High Charter	District Name	Yosemite Joint Union High
Principal	Michael Cox	Superintendent	
Street	41267 Highway 41	Street	50200 Road 427
City, State, Zip	Oakhurst, CA 93644-	City, State, Zip	Oakhurst, CA 93644-9506
Phone Number	559-642-1422	Phone Number	559-683-8801 ext. 348
FAX Number	559-642-1592	FAX Number	559-683-4160
Web Site	www.glacierhighcharter.org	Web Site	www.yosemiteuhsd.com
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CDS Code	20-73734-2030237	SARC Contact	Earlene Ward

School Description and Mission Statement

Glacier High School Charter (GHSC), part of the Yosemite Joint Union High School District, is a Personalized Learning high school that is committed to high standards and academic excellence for all of its students. Glacier was created to serve students and families who desire a Personalized Learning, home-based high school education. As a home-based high school program, our mission is to provide students and their parents with all the curricular and instructional resources necessary to accomplish their high school education in a customized fashion. GHSC's first year of operation was the 2002-03 school year. Now in our third year, we continue to develop an educational program that can be tailor fit for each student. Our graduation requirements will prepare students for community college, state college or university. Students at GHSC have ongoing access to one-on-one counseling by an advising teacher and all of our on-site classes are taught by credentialed high school teachers. Also, students enjoy a variety of creative and powerful ways to complete high school requirements; personalized electives are

guided by student interest; there is an emphasis on the parent’s role in their child’s education. Small group tutoring is available in math, foreign language and science.

The vision statement for Glacier High School Charter is:

“To create an atmosphere of academic advancement and exposure to excellent resources for both student and parent, so that the role of the parent in their family’s education is upheld and their students are enabled to take ownership of their education and become responsible, independent, life long learners.”

District Vision Statement

Connecting all students with their past, present, and future, the Yosemite Joint Union High School

District will be a community of responsible young adults cooperatively learning creative problem

solving skills to help them achieve their full potential as life-long learners, citizens, and workers.

THROUGH INVOLVEMENT IN THE ACADEMIC CURRICULUM AND SOCIAL PREPARATION

IN THE YOSEMITE JOINT UNION HIGH SCHOOL DISTRICT, STUDENTS WILL DEMONSTRATE THE ABILITY TO:

1. *Understand and value one’s self, others, and our common heritage.*
2. *Communicate appropriately and effectively.*
3. *Be able to solve problems independently and as a group.*
4. *Be responsible decision-makers.*
5. *Define and value aesthetics.*
6. *Appreciate and value culture and environmental diversity and relationships.*
7. *Acquire, process, and utilize information using appropriate technology and other resources.*
8. *Be productive, active, ethical contributors to themselves, their families, communities, nations, and the world.*
9. *Develop a professional work ethic and sense of purpose.*
- 10 *Be life-long learners.*

Opportunities for Parental Involvement

Contact Person Name	Michael Cox	Contact Person Phone Number	559.642.1422
<p>Because of the nature of a home-based charter school, there are numerous opportunities for parental involvement and it is highly encouraged. Parents are partners with the school staff in their children’s education, they chaperone field trips, assist in the classroom and constantly monitor their child’s educational progress.</p>			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
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Kindergarten	0	Grade 9	9
Grade 1	0	Grade 10	8
Grade 2	0	Grade 11	9
Grade 3	0	Grade 12	2
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	28

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	0	0.0	Hispanic or Latino	1	3.6
American Indian or Alaska Native	1	3.6	Pacific Islander	0	0.0
Asian	0	0.0	White (Not Hispanic)	26	92.9
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	None	Date Last Discussed with Staff	None
<p>Glacier High School will be working with the Yosemite Joint Union High School District office to develop a comprehensive school safety plan. The district has a safe school plan and a crisis response plan completed, of which GHS is a part. We will survey our students and develop a school action plan during the 2005-06 school year.</p>			

School Programs and Practices that Promote a Positive Learning Environment

<p>There is a high level of parent involvement and parents are an integral part of the school. There are individual academic programs for each student therefore the school is very responsive to the students' needs and interests. We are a very small school where everyone knows everyone else and every person is known by the rest of the staff and students. Students are not at school for a full day, therefore there is not as much opportunity for peer influence.</p>

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	0	0	0	77	100	85
Rate of Suspensions				5.6	7.4	6.0
Number of Expulsions	0	0	0	0	0	1
Rate of Expulsions				0	0	<1%

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

The district takes great efforts to assure that all schools are clean, safe and functional. To assist in this effort, the district will be using a facility survey instrument developed by the State of California Office of Public School Construction. This survey will be completed by June 2005. The results of this survey will be available after June 1 at the school office, the district office or on the Internet at www.yosemiteusd.com

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School Buildings:

The Glacier High School Charter building is approximately 9,000 square feet. There are four classrooms and a library and a computer laboratory. The building, previously a furniture store, is approximately 15 years old. Glacier High School Charter has shared this building with Mountain Home School, which is part of the Bass Lake School District for the past two years.

Maintenance and Repair:

Bass Lake District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

There are currently no emergency facility needs at the school.

Cleaning Process and Schedule:

The director of maintenance, operations and transportation is a member of the Bass Lake District management team and is in daily contact with the operations facilitator and the custodial supervisor to ensure an efficient cleaning process and schedule. The staff works together to ensure a clean and safe school.

Deferred Maintenance Budget:

The district participates in the State School Deferred Maintenance Program which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. For the 2004-05 school year, the district has budgeted \$200,000 for the deferred maintenance program. This represents less than one percent of the district's general fund budget.

Modernization Projects

Two portable buildings were added two years ago to serve as science laboratories, classrooms and office. No immediate modernization projects are planned.

New School Construction Projects:

No new construction is planned in the near future.

III. Academic Data**Standardized Testing and Reporting (STAR)**

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts		59	55	43	49	50	32	35	36
Mathematics		10	10	26	32	31	31	35	34
Science			33	27	46	37	30	27	25
History-Social Science		38	38	34	37	35	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts							55
Mathematics							0
Science							
History-Social Science							29

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	36	71			55		55	
Mathematics	9				10		10	
Science					33		33	
History-Social Science		50			38		38	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each

grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	73	74	---	65	68	---	43	43
Mathematics	---	55	55	---	58	61	---	50	51

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							82
Mathematics							55

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	64	82			74		74	
Mathematics	50	59			55		55	

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that

annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested			95	Percent Tested		95	96
API Base Score			798	API Growth Score		809	698
Growth Target			1	Actual Growth			-100

Statewide Rank			10	
Similar Schools Rank			N/A	

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score				API Growth Score			
Growth Target				Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	No
Subgroups	School			District		

	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	Yes
African American	---	n/a	Yes	---	n/a	n/a
American Indian or Alaska Native	---	n/a	Yes	---	n/a	n/a
Asian	---	n/a	Yes	---	n/a	n/a
Filipino	---	n/a	Yes	---	n/a	n/a
Hispanic or Latino	---	n/a	Yes	---	n/a	n/a
Pacific Islander	---	n/a	Yes	---	n/a	n/a
White (not Hispanic)	---	n/a	Yes	---	No	Yes
Socioeconomically Disadvantaged	---	n/a	Yes	---	n/a	No
English Learners	---	n/a	Yes	---	n/a	n/a
Students with Disabilities	---	n/a	Yes	---	n/a	n/a

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

No data are available for this section

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

No data are available for this section

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	100.0	---
All Schools in District	---	38.0
High-Poverty Schools in District	---	100.0
Low-Poverty Schools in District	---	34.4

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	0	1	2
Teachers with Full Credential	0	0	1
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification	0	0	0

(district and university internship)			
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	1	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	NA
Total Teacher Misassignments	---	---	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	1.6
Master's Degree plus 30 or more semester hours	0.0	12.5
Master's Degree	50.0	15.6
Bachelor's Degree plus 30 or more semester hours	50.0	59.4
Bachelor's Degree	0.0	10.9
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	0

Teacher Evaluations

With only two teachers currently in our program, both are able to work closely with the principal on a daily basis thus allowing for a high degree of continuity and continual performance improvement. Teachers are formally evaluated semi-annually.

Substitute Teachers

None needed

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. Glacier High School Charter has counselors and support staff available, as needed, through the Yosemite Joint Union High School District plus some services through Yosemite High School.

Title	FTE
Counselor	NA
Librarian	NA
Psychologist	NA
Social Worker	NA
Nurse	NA
Speech/Language/Hearing Specialist	NA
Resource Specialist (non-teaching)	NA
Other	NA

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors. Teachers and the principal serve as counselors to the students at Glacier High School Charter.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

The school's leadership comes from the Principal who is guided by the school's Charter Council and also by the Yosemite Union High School District superintendent and board of trustees.
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Professional Development

In the last three years we have had four days of training on Aeries software (student information system); we had site based student assessment training; we have traveled to other schools throughout the state to observe similar programs; we have also been involved in regular district training in special education and the Understanding by Design program. In this last year the entire staff was trained in the Junior Great Books program of Shared Inquiry.

Quality and Currency of Textbooks and Other Instructional Materials

Glacier has appropriate textbooks for every enrolled student. All textbooks are current editions. We look for materials that are both aligned with state standards as well as conducive to home study. The school has acquired an excellent variety of materials that work well for students and parents alike. Our three leading issues when purchasing textbooks and materials are first, the material's rigor, second, the materials clear and cogent presentation and third, how well the material supports parental instructional leadership. Students and parents receive direct instructional support from the teacher.

English – All books in new or good condition

9th Grade:

- The Least You Should Know About English –Harcourt, 27 copies
 - 92 copies of associated novels including: The Wizard of Earthsea, Animal Farm, Our Town and To Kill a Mocking Bird
- Basic English Grammar – AGS, 7 copies

10th Grade:

- English 10 Syllabus – Oak Meadow, 22 copies
 - A Separate Peace, 17 copies
 - Huckleberry Finn, 20 copies
 - Anthem, 25 copies
- Basic English Composition – AGS, 18 copies

11th Grade:

- American Literature Syllabus – Oak Meadow, 24 copies
 - Red Badge of Courage, 28 copies
 - To Be a Slave, 31 copies
 - The Great Gatsby, 29 copies
- American Literature – AGS, 10 copies

12th Grade:

- World Literature Syllabus – Oak Meadow, 16 copies
 - Metamorphosis, 16 copies
 - Ramayana, 16 copies
 - A Doll's House, 16 copies
 - Don Quixote, 16 copies
- World Literature – AGS, 11 copies

Math – All books in new or good condition

Consumer Math:

- Mathematics Connections – Glencoe, 10 copies

- Applied Business Mathematics – South Western, 17 copies

Basic Math:

- Basic Math – AGS, 10 copies

Pre-Algebra:

- Pre-Algebra – AGS, 11 copies

Algebra 1:

- Algebra 1 – Saxon, 8 copies
- Algebra 1 – Prentice Hall, 20 copies
- Algebra – AGS, 9 copies

Algebra 2:

- Algebra 2 – Saxon, 15 copies
- Algebra 2 – Prentice Hall, 11 copies

Pre- Algebra – Algebra 2:

- A Complete Course – Video Text, 5 copies

Geometry:

- Geometry – McDougal/ Houghton Mifflin, 6 copies
- Geometry – Prentice Hall, 11 copies
- Geometry Concepts and Applications – Glencoe, 5 copies

Calculus:

- Calculus with Trigonometry – Saxon, 5 copies

Advanced Math:

- Advanced Mathematics – Saxon, 8 copies

Social Studies – All books in new or good condition

U.S. History:

- A History of the United States – Prentice Hall, 5 copies
- U.S. History – AGS, 10 copies
- The American Journey – Glencoe, 4 copies
- Americans: A History Text – Houghton Mifflin, 23 copies

World Geography:

- World Geography – Glencoe, 12 copies
- World Geography – AGS, 10 copies

World History:

- World History – AGS, 11 copies
- History of the World – Houghton Mifflin, 12 copies
- World History - McDougal, 16 copies

U.S. Government:

- United States Government – AGS, 10 copies
- Government in America – McDougal, 17 copies
 - The Federalist Papers , 17 copies

Science – All books in new or good condition

Biology:

- Biology (1998) – Holt, Reinhart & Winston, 8 copies
- Biology (2004) – Holt, Reinhart & Winston, 15 copies
- Biology – AGS, 10 copies

General Science:

- General Science – AGS, 10 copies

Physical Science:

- Physical Science – Glencoe, 5 copies
- Physical Science – AGS, 10 copies

Environmental Science:

- Environmental Science: Ecology and Impact – Addison Wesley, 10 copies

Chemistry:

- Chemistry – Glencoe, 8 copies

Health:

- Essentials of Human Anatomy – Addison Wesley, 30 copies

Physics:

- Physics – Saxon, 5 copies

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Yes
Mathematics	Yes
Science	Yes
History/Social Science	Yes
Foreign Language	Yes
Health	Yes
Science Laboratory Equipment (grades 9-12)	Yes

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Glacier High School Charter students are assigned 300 minutes of work per day for 180 days per year. This totals 54,000 minutes per year. The state requirement is 32,940 minutes per year. The students do not spend the 300 minutes per day in class, but are

assigned work that requires that amount of time. Attendance is based on completion of work.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	54,000	32,940
10	54,000	32,940
11	54,000	32,940
12	54,000	32,940

Total Number of Minimum Days

N/A

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

These programs are not available at GHSC but students can enroll in AP or IB classes at Yosemite High School on a space-available basis.

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

The school is working on this at this time.

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Not applicable at this time.

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but

only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

College Admission Test Preparation Course Program

The school does not offer college admission test preparation courses.

Degree to Which Students are Prepared to Enter Workforce

Glacier students are well prepared to enter the workforce. Our students graduate with a high school diploma having met the same requirements incumbent on all California high school graduates. For students to be successful in our Personalized Learning program they must be mature, goal oriented and able to be self directed. All of these attributes necessary for the workplace.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level. CTE classes are not offered at Glacier High School Charter.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts

		In Same Category
Beginning Teacher Salary	\$36,197	\$36,423
Mid-Range Teacher Salary	\$50,200	\$56,732
Highest Teacher Salary	\$65,881	\$72,944
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$98,048	\$94,302
Superintendent Salary	\$117,676	\$119,774
Percent of Budget for Teacher Salaries	36.7	37.7
Percent of Budget for Administrative Salaries	4.5	6.2

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$9,135,721	\$7,154	\$6,977	\$6,822

Types of Services Funded

Staff, administrator, business services, special education services, nurse, psychologist.